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## **EDUCATION AS A DETERMINENCE OF CREATIVITY: REANIMATION OF ONE ETHNIC TRUTH**

Society, in the face of its critically minded, not indifferent representatives, has been striking for several decades: education destroys creativity of the individual! It is difficult not to agree with the statement of the obvious fact, especially when you are familiar with this question not from the rumor, but you have your own past experience, complemented by the same professional activities in the field of education. By the way, the presence in this field allows to troubleshoot the delineated issue in the most appropriate aspect.

Indeed, over a long historical period, measured by more than one century, schools and universities remain oriented towards standardization and unification in the content of education, which, unlike similar processes in terms of their form of existence, has a destructive effect on the development of the student's creative personality. The superficial dweller (citizen) focuses primarily on such elements of unification as school uniform, or an overly formalized system of evaluation of success that impedes the development of the creative potential of a person, depriving him of the right to expression and focusing excessive teacher's attention on the assessment of academic success. A more in-depth study of the issue indicates that the real causes of the regress of the creative principle of the learners are the maintenance of the values of modern education and the methodology of educational activity.

Modern philosophy considers education as a factor of cultural development of society that acts as a mediator between personality as a creator and cultural meanings, functioning in one or another social space. In this regard, it looks interesting to study of the possibilities of education as a factor for the formation of individual and social consciousness, a channel of socialization, which determines the values of society and creates social expectations.

In the actual information space, the social efficiency of education increases, which is due to the dependence of the distribution of information resources on the educational level of society. The level and quality of education are determined already today and will be more determined by the proportion of "digital inequality" of countries and regions of the world, as well as will citizens act as passive users or active creators of the new social technologies.

Is it possible for current education to form a person as the creator in modern conditions? The transfer of knowledge as the most important component of the educational process involves a certain degree of averaging of the necessary information and unification of the mechanisms of reproduction of the gained knowledge. In addition, globalization processes involve the standardization of intellectual life, due to the process of integrating different cultures and national states into a single market logic.

However, the specifics of contemporary social development bring to life a formation of a new paradigm of production, based primarily on exploitation of information resources, and focused around knowledge and innovation. Obviously, professional activity within the framework of this paradigm requires, as never before, the application of a creative approach, the formation and development of which largely depends on the period of personal's education. Requirements facing individuals provide for the understanding of the self-worth of education as the basis for self-development, as well as the ability of a person to professional adaptation by means of self-education in the conditions of rapid technological shifts. The domination of education in a modern society, with its knowledge-based economy, places the task of educating a person as a creator of culture on educational institutions.

What values should be cultivated with the means of education in order to form creative personalities? Apparently education, conceived as a process of achieving greater awareness and narrow professionalism, can't solve these problems. In modern conditions, education should become humanitarian in the most profound sense of the meaning of this concept, which instrumentally implies the implementation of the idea of education for all throughout life. Education is understood as a permanent process of personality formation, the sphere of designing people of his life, the field of ideas and programs of social interaction.

The main goal of education is complemented by a number of values, among which the ability to communicate; acquiring oneself in deep links with history, culture, overcoming the syndrome of "man from the barracks" (G. Marcel); overcoming the gap between knowledge and experience when cognitive values stand apart from the moral; a sense of duty towards oneself as a condition for self-development; self-control and overcoming of negative freedom ("freedom from").

The stated goals and values of education are actively investigated in recent years in line with a number of pedagogical concepts, in particular, the

pedagogy of individuality, closely related to the ideas of existentialism. Personality-oriented pedagogy proceeds from the general installation that a person can always more than expect from it, and therefore the task of the teacher is to help the person to open, to awaken her own activity. The outlined model of education involves significant student autonomy in support of the active dialogue between the teacher and the student, the translation and joint work of the methodology of intellectual search, which provides the formation of skills for obtaining new knowledge. If we recall the ideas about the social distribution of knowledge and the social construction of reality (P. Berger, T. Luckman), then it is possible to make a reasonable assumption that the role of education, first of all higher education, as a process that stimulates the emergence of semantic universes, will increase. Formation of the critical intelligence of the individual will contribute to the process of comprehension of phenomena and processes of reality that will only enhance the formation of a creative personality.

The goals of education, based on humanistic axiology, now seem rather utopian due to their scale, even global. However, it is impossible not to recognize the great importance of the formulation of such tasks and their dissemination in the public consciousness. Education is intended to become a factor in the individualization and creative growth of man, while maintaining an accessible and massive character. The complexity of the task meets the key to the value of modern society.

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## **INTERPERSONAL RELATIONS AS A BASIS FOR CREATIVITY IN SOCIAL WORK**

Social Worker's creativity is motivated by and directed to improving the lives and conditions of the people who need to be helped in society. Much of the creativity of the social worker is directed to understanding and resolving or mediating the complex social problems that arise in extraordinary, difficult and challenging circumstances. Creativity as a lived experience may be viewed as necessary for survival, for developing relationships, for cultural competence, and for excellence in the workplace and in the profession. Meanings of creativity are influenced by the interaction of self with the family, friends, and in the workplace. One way in which social workers can be creative is the use themselves (as